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ABSTRACT

This document presents American Indian history standards that are closely aligned with the 1996 expanded edition of the U.S. national standards for history. The American Indian standards should be used in conjunction with the national standards document itself and therefore, follow the same format, organization, and language. The Indian-specific material is directly correlated to specific national standards. Despite an element of cultural bias, the language of the national standards document was not changed in order to facilitate cross-referencing. Where obvious cultural bias exists, this document comments on the bias and suggests learning activities to address it. Standards for grades K-4 cover four topics: families and communities, now and long ago; history of students' own state or region; U.S. democratic values and the contributions of many cultures to U.S. heritage; and history of peoples of many cultures around the world. National standards for grades 5-12 cover 9 historical eras, of which 8 are addressed in this document: beginnings to 1620; colonization and settlement, 1585-1763; Revolution and the new nation, 1754-1820s; expansion and reform, 1801-1861; Civil War and Reconstruction, 1850-1877; development of the industrial United States, 1870-1900; emergence of modern America, 1890-1930; and postwar United States, 1945-1970s. This document may also serve as a guide to American Indian nations developing their own standards for education in their respective tribal histories and cultures. (SV)

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ED 420 483

AMERICAN INDIAN STANDARDS FOR HISTORY

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Developed for: **Office of Indian Education Programs**
Bureau of Indian Affairs

By: **ORBIS Associates**
Washington, D.C.
1998

To accompany the 1996 National Standards for History developed by the National Center for History in the Schools

Rc 021590

American Indian Standards for HISTORY

Introduction

These American Indian History Standards are closely aligned with the 1996 Expanded Edition of the *National Standards for History* developed by the National Center for History in the Schools. Those national standards were used as a basis for this effort because many schools, including American Indian-controlled schools, are currently referring to them as a foundation for developing local standards. Like the national standards, these Indian Standards are divided into grade level groupings of K-4 and 5-12.

These American Indian Standards should be used in conjunction with the national standards document itself. To facilitate that, we have essentially followed the same format, organization and language. Thus, the reader will find the Indian specific material on the following pages directly correlated to specific national standards. For the most part, the Indian content appears in the unitalicized typeface.

It is hoped that this material will provide classroom teachers with some useful ideas for classroom history instruction related to American Indian issues. However, the authors of these Standards also encourage each American Indian nation to consider development of its own standards for the education of its tribal citizens in their respective tribal histories and cultures. For those tribes who ultimately choose to do this, it may be necessary to use a format and organizational structure different from that of the national standards, as well as language that is more inclusive of tribally specific contexts.

Please note that although some of the text in the national standards may be viewed as exhibiting an element of cultural bias, that text was not changed for two reasons. First, the authors of these Indian standards wanted to make the new content easily identifiable with a specific national standard or "sub-standard," and it was felt that changing the language of the original may have made this task difficult for anyone trying to cross-reference the Indian Standards document with the national standards. Second, where there was obvious cultural bias in the national standards, the authors have usually commented on that bias and suggested learning activities to address the bias inherent in the national statement or topic area.

In summary, these American Indian Standards can be used by teachers as they are or as a guideline for developing more tribally specific local standards. We note that this material should be considered "a work in progress." As such, the BIA will periodically improve and revise this document, based on input from American Indian educators and leaders. Please send any comments you might have to:

Dr. Sandra Fox
Office of Goals 2000, U.S. Department of Interior
Bureau of Indian Affairs
1849 C Street, NW Mail Stop 3512
Washington D.C. 20240

Grades K-4

AMERICAN INDIAN STANDARDS FOR HISTORY

[Note to the reader: All numerical references in this document correspond with numbers in the *National Standards for History* document. Note that not all standards have been adapted for inclusion in this document. Thus, since only certain sections of that national document have been adapted to include Indian specific content, it may sometimes appear as if certain numbers are out of order. For example: under Standard #1 below, our material begins with **1B**, instead of **1A**, since **1A** of the national standards was not expanded on for purposes of this American Indian document.]

TOPIC 1: LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITIES, NOW AND LONG AGO

STANDARD 1: ***Family life now and in the recent past; family life in various places long ago.***

1B. The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values.

Therefore, the student is able to:

K-4 *Explain the ways that families long ago expressed and transmitted their beliefs and values through oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language. [Obtain historical data]*

Indian students should understand that, in addition to the main tribe(s) in their communities, there are likely many Native American cultural groups -- as well as racial, religious and ethnic groups, etc. -- represented in their local communities. Each of the hundreds of Native American tribes had its own traditions. Many of these traditions are still alive and practiced today.

3-4 *Compare the dreams and ideals that people from various groups have sought, some of the problems they encountered in realizing their dreams, and the sources of strength and determination that families drew upon and shared. [Compare and contrast]*

Indian students should understand that the extended family system is a tie that binds Native American communities. Although there have been several hundreds of years of turmoil and interruption of dreams, traditional family systems have been a source of strength for the survival of Native Americans and their cultures.

STANDARD 2: ***The history of students' own local community and how communities in North America varied long ago.***

2B. The student understands how communities in North America varied long ago.

Therefore, the student is able to:

K-4 *Compare and contrast the different ways in which early Hawaiian and Native American peoples such as the Iroquois, the Sioux, the Hopi, the Nez Perce, the Inuit, and the Cherokee adapted to their various environments and created their patterns of community life long ago. [Compare and contrast differing sets of ideas]*

Indian students should understand the concept of culture areas -- the large geographic regions which are defined by cultural similarities among the occupants of those regions. Students should be able to compare the relationship between cultural elements and the environment of a region. Students should compare and contrast different life elements -- such as housing, food, culture -- between culture areas. Students should then more closely examine specific tribes and become familiar with individual communities' ways of living.

TOPIC 2: THE HISTORY OF STUDENTS' OWN STATE OR REGION

STANDARD 3: ***The people, events, problems, and ideas that created the history of their state.***

3A. The student understands the history of indigenous peoples who first lived in his or her state or region.

Therefore, the student is able to:

K-4 *Draw upon data in paintings and artifacts to hypothesize about the culture of the early Hawaiians or Native Americans who are known to have lived in the state or region, e.g., the Anasazi of the Southwest, the Makah of the Northwest coast, the Eskimos/Inupiat of Alaska, the Creeks of the Southeast, the Mississippians (Cahokia), or the Mound Builders. [Formulate historical questions]*

Indian students should understand that beginning in the 1500s, many non-Indian artists -- such as White, Boedmer, Catlin -- accompanied expeditions of North America and created paintings/drawings -- and later, photographed -- their encounters with Native Americans. In addition, many Native American artists -- from the ancient ones who drew on rock walls to contemporary painters -- have documented elements of their own cultures.

K-4 *Draw upon legends and myths of the Native Americans or Hawaiians who lived in students state or region in order to describe personal accounts of their history. [Read historical narratives imaginatively]*

Students should understand that, when applied to traditional American Indian stories, the term "myth" is considered culturally biased by many Indian people. Make certain that Indian students understand that traditional stories play an extremely important role in the histories/cultures of all Native Americans. Many of these stories have survived and have subsequently been translated into English, and are available in published form. Students will find stories that (a) teach lessons about living, (b) describe the origins of various things, and (c) convey values and beliefs. Students should understand that among many tribes, winter was the appropriate time for storytelling. It was then that home -- with its warm inviting fire -- served as the classroom where culture and history were passed down from one generation to the next.

3-4 *Compare and contrast how Native American or Hawaiian life today differs from the life of these same groups over 100 years ago. [Compare and contrast differing sets of ideas]*

Indian students should learn that today American Indian cultures meld the past with the present, and that many of the things which are a part of the past continue to be extremely important -- things such as family structure, respect for elders, traditional spirituality, songs, dances and languages. Furthermore, students should understand that many elements of Native American life -- such as housing, use of automobiles and grocery stores -- are just the same as in other American communities. Indian students should know their respective tribes' history.

TOPIC 3: THE HISTORY OF THE UNITED STATES: DEMOCRATIC PRINCIPLES AND VALUES AND THE PEOPLE OF MANY CULTURES WHO CONTRIBUTED TO ITS CULTURAL, ECONOMIC, AND POLITICAL HERITAGE

STANDARD 5: ***The causes and nature of various movements of large groups of people into and within the United States, now, and long ago.***

5A. The student understands the movements of large groups of people into his or her own and other states in the United States now and long ago.

Therefore, the student is able to:

K-4 *Gather data in order to describe the forced relocation of Native Americans and how their lives, rights, and territories were affected by European colonization and the expansion of the United States, including examples such as Spanish colonization in the Southwest, Tecumseh's resistance to Indian removal, Cherokee Trail of Tears, Black Hawk's War, and the movement of the Nez Perce. [Obtain historical data]*

Indian students should understand that the special status of Indian tribes -- as domestic dependent nations -- is derived from various treaties and other U.S. governmental laws/actions that were enacted in exchange for Indian lands. Students should be able to obtain historical data to substantiate this. Indian students should know the history of their respective tribes and the interactions between their tribes and other groups.

TOPIC 4: THE HISTORY OF PEOPLES OF MANY CULTURES AROUND THE WORLD

STANDARD 7: ***Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.***

7B. The student understands great world movements of people now and long ago.

Therefore, the student is able to:

3-4 Trace on maps and explain the migrations of large groups, such as the movement of Native American ancestors across the Bering Strait land bridge, the Bantu migrations in Africa, the movement of Europeans and Africans to the Western Hemisphere, and the exodus of Vietnamese boat people, Haitians, and Cubans in recent decades. [Obtain historical data]

Indian students should understand that many Native Americans believe that their ancestors did not migrate to North America, but rather were always here. These beliefs are based on tribes' many origin and creation stories that have been passed down from generation to generation through oral tradition. Students should also understand that recent archeological evidence indicates that American Indians were in the Americas many thousands of years ago -- around the same time that early humans and Neanderthal man were migrating into the European continent from Asia Minor. This is many thousands of years than the Bering Strait theory of migration would account for. Because of the archeological age of Indian existence in the Americas, the analogies made between other groups' migrations to the Americas and a so-called Indian migration are not comparable.

Grades 5-12
AMERICAN INDIAN STANDARDS FOR HISTORY

ERA 1: THREE WORLDS MEET (BEGINNINGS TO 1620)

STANDARD 1: ***Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.***

1A. The student understands the patterns of change in indigenous societies in the Americas up to the Columbus voyages.

Therefore, the student is able to:

5-12 Draw upon data provided by archaeologists and geologists to explain the origins and migration from Asia to the Americas and contrast them with Native Americans own beliefs concerning their origins in the Americas. [Compare and contrast different sets of ideas]

Indian students should understand that Native Americans believe that their origins are in the Americas and that these beliefs are exemplified by the many and varied creation/origin stories of different tribes. Students should also note that these beliefs conflict with the anthropological theory known as the Bering Strait theory. Students should be able to note problems with the Bering Strait theory, such as the matter of when Indians would have had to arrive in the Americas -- specifically, either 40,000 or 12,000 years ago, which are the periods of the last two Ice Ages in which the land bridge opened up across the strait. Some scientists have found evidence of Native American people living here tens of thousands of years earlier. At the very least, students should understand that humans were in the Americas at the time that humans and Neanderthal man were living in Europe.

5-12 Trace the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas. [Reconstruct patterns of historical succession and duration]

It should be noted that many American Indian people feel that the term "rise" is biased and unfair when used to describe changes in or evolutions of cultures. It forces a qualitative assessment of the histories of diverse Indian civilizations, and invites comparisons among them.

Indian students should understand that thousands of years before the Columbian voyages, Native American societies existed across a wide spectrum of cultural patterns, including small to large groups of hunter-gatherers, as well as small to large agricultural communities. Students should know that cultures were influenced by geographic and environmental resources. Native American communities were not static, but changed as they adapted to new resources and technologies. Some of these new technologies were corn agriculture,

ceramic pottery-making and stone/metal tool-making. Students should be able to reconstruct the historical patterns of succession and movement of these technologies.

Indian students should be able to explain that although certain Native American cultures may have been small hunter gatherer bands, their cultures were quite complex in terms of their languages, philosophies of ecological relationships, astronomical knowledge, and knowledge of plants/medicines. Students should be able to trace the trade networks that stretched across America for thousands of miles. For example, turquoise from the Southwest was traded for shells and parrot feathers from the Yucatan Peninsula in Mexico. Great Lakes copper was traded for corn, conch shell and other goods from the lower Mississippi River and Gulf area. Obsidian from the Rockies and pipestone from Minnesota were traded as far east as present-day Ohio.

9-12 *Explain the common elements of Native American societies such as gender roles, family organization, religion, and values and compare their diversity in languages, shelter, labor systems, political structures, and economic organization. [Analyze multiple causation]*

Indian students should know that for thousands of years before the Columbian voyages, Native Americans had engineered a variety of complex and rich societies. Students should be aware of and compare the diversity among the various Native American culture areas across the Americas. They should also understand the cultural history of their respective tribes prior to 1492. Prior to 1492, there were at least 4.4 million -- and perhaps even 10 million -- Native Americans in North America (excluding Mexico) speaking over 200 languages. Students should know that in Mexico and Central America there were at least 27 million -- and perhaps even 50 million -- people speaking at least 350 languages. Students should know that in the Caribbean area and South America there were at least 20 million -- and perhaps as many as 45 million -- people speaking over 1,000 languages. Students should be aware that some tribes/cultures lived under governing systems which included women in roles as leaders.

7-12 *Explore the rise and decline of the Mississippian mound-building society. [Analyze multiple causation]*

Indian students should understand that by 750 AD an agricultural society of Native Americans flourished along the Mississippi River valley and its tributaries. This culture is now known as the Mississippian Mound-builder culture, so named for the earthen mounds they built and on which they constructed large ceremonial temples and rulers' residences. The culture reached its zenith in about 1200 AD -- the large city known as Cahokia had a population of about 50,000. Located along the banks of the Mississippi near present-day St. Louis, Cahokia was dominated by a huge earthen mound standing over 100 feet in height, with a base 1,000 feet long and 700 feet wide. The people of the Mississippian culture had a highly developed ceremonial structure, and they farmed a wide variety of plants -- amaranth, squash, maize, goose foot, sunflowers. They also used copper in making blades and ornaments. The culture eventually died out, probably due to epidemics of diseases brought by Europeans. Students should understand that the barrage of diseases introduced

into the Americas was not necessarily the result of face-to-face encounters between Europeans and Indians. It is more probable that waves of disease, carried by infected Indian traders and refugees from infected villages, resulted in the spread of epidemics from Indian community to community. Students should be able to analyze the multiple causes which brought about the decline of the Mississippi Mound-building society. Students should also be familiar with other large, complex, agricultural societies that existed in pre-Columbian America.

1D. The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

Therefore, the student is able to:

5-12 *Compare political systems, including concepts of political authority, civic values, and the organization and practice of government. [Compare and contrast different political systems]*

Indian students should understand that while most European and African societies were ruled by monarchies, most Native American societies were egalitarian in nature. Although not all Native governing systems were egalitarian, leadership within most Indian groups was a shared responsibility. In very few places in the Americas could a single leader speak for an entire tribe and expect his decisions to be followed. Rather, the more typical form of Native American government embodied concepts such as decision by consensus, representative government, clan structures represented in government, separation of powers, and limited systems of checks and balances. Students should be able to compare and contrast these traditional political systems with their contemporary counterparts elsewhere in the world, as well as with today's U.S. system.

5-12 *Compare social organizations, including population levels, urbanization, family structure, and modes of communication. [Compare and contrast different social organizations]*

Indian students should know that scientists now estimate that there were at least 4.5 million people in North America -- excluding Mexico -- and possibly as many as 10 million, prior to European arrival. For the Western Hemisphere as a whole, there were probably over 57 million people -- and possibly as many as 90 million -- in contrast with 60 to 70 million people in Europe at that time. Students should understand that European societies lacked waste disposal, had higher densities of people and were affected by widespread plagues for centuries. This is a great contrast to the standard of living in most Native American societies in North America at that time (excluding Mexico) where, for the most part, people lived in small towns (of about 2,000 people) and smaller farming villages. These small towns and villages were much healthier places in which to live than their European counterparts due to the fact that fewer people living in a larger space have much less of an impact on the environment. Students should also understand that in Europe famines were rampant, as opposed to in the Americas where Native peoples enjoyed an abundance of natural resources, as well as cultivated foodstuffs, that were the result of healthy ecological practices. Additionally, in Europe most natural resources (e.g., wood) and most land was held by an

aristocracy; therefore the majority of people were peasants and serfs. These are only a few of the contrasts in social organization.

Indian students should, however, also be able to compare the smaller village life of most Native Americans with the several large urban centers in the Americas which rivaled 15th century European cities in population size; for example, Cahokia (where St. Louis is today) was about the size of Rome (population: 55,000); Tenochtitlan in Mexico was about the size of London (population: 75,000). Before that time, there were other large cities in Mexico -- such as Teotihuacan, which at its peak in 400-600 A.D. had around 200,000 inhabitants. These cities were important centers of large complex societies. Such societies flourished across the Americas during different periods. Indian students should learn about the cultural and scientific achievements of the Mississippian people, the Hopewell, the Adena, the Mayans, the Aztecs, the Anasazi, and the Hohokam. Students should also understand that American Indian societies were built upon large extended family networks that were organized into other social units, e.g., clans, matriarchal/patriarchal systems, and moiety systems.

5-12 *Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources. [Compare and contrast different economic institutions]*

Indian students should understand that European and American Indian economic systems were based on fundamentally conflicting views of how land and natural resources should be exploited. Following biblical injunction, European economic systems were based on "dominion over nature." American Indian economic systems, on the other hand, were based upon building an awareness of ecological relationships and managing natural resources without depleting them. Students should be aware that the European world view feared the natural world (including man's nature) and viewed it as something to be subdued. Thus, forests with their wild animals were cleared for farmlands and quickly over-harvested to near depletion. For example, by 1086, England was only 20% forested -- of that, only 2% was virgin forest. There were enormous alterations in the European landscape by the 15th century. European attitudes toward animals were markedly different from those of American Indians. For example, Europeans pursued activities such as sport hunting, bear baiting, cockfights and bullfights -- some of which are considered barbaric today. In contrast, hunting practices among most if not all American Indian societies involved respect for the life of the animal being hunted.

5-12 *Compare dominant ideas and values including religious belief and practice, gender roles, and attitudes toward nature. [Compare and contrast the influence of ideas]*

Indian students should understand that most if not all American Indian societies viewed natural resources -- including wildlife -- as sacred. Native American world views stressed the interconnectedness of all living things. This belief shaped the purpose and scope of natural resource usage and was in sharp contrast with the beliefs of European settlers.

STANDARD 2: ***How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.***

2A. The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries.

Therefore, the student is able to:

7-12 Evaluate the significance of Columbus' voyages and his interactions with indigenous peoples. [Assess the importance of the individual in history]

Indian students should understand that Columbus never actually set foot upon, or even saw, North America, let alone "discover" America (i.e., the land area encompassed by the United States). He also did not discover a "New World," but unintentionally came upon a very old land which was well established with sophisticated societies. Students should understand that the Native peoples with which Columbus actually interacted -- primarily the Arawaks, Taino, Carib and other tribal groups in the West Indies -- were essentially decimated from a population of about a quarter-million to a population of under 20,000 within a span of 20 years. Students should understand that this decimation was not only the result of new diseases, but also the result of systematic and harsh enslavement of Native people.

7-12 Evaluate the course and consequences of the Columbian Exchange. [Hypothesize the influence of the past]

Indian students should understand that the "Columbian Exchange" had devastating effects on American Indian nations. Both exposure to new diseases, as well as more effective European weapons resulted in the deaths of millions of Indians. Death rates of up to 90% were common among American Indian tribes/nations. Students should also understand that many of today's foods common to Europeans and Americans were originally domesticated, cultivated, or farmed by Native Americans and introduced to Europeans -- among these are turkeys, potatoes, corn, chili peppers, tomatoes, pumpkins and squash, avocados, peanuts, pineapple, chocolate, vanilla. Many native objects -- such as pottery, basketry, canoes, furs, snowshoes, etc -- were also adopted by early European settlers. Among the European items that were introduced to the Americas were citrus fruits, apples, bananas, peaches, pears, wheat, cabbage, and domesticated animals (cows, sheep, chickens, hogs, horses). American Indian groups quickly adopted items like guns, textiles and metal cookware.

2B. The student understands the Spanish and Portuguese conquest of the Americas.

Therefore, the student is able to:

5-12 Explain and evaluate the Spanish interactions with such people as Aztecs, Incas, and Pueblos. [Examine the influence of ideas]

Indian students should understand that Spanish conquest of the Aztecs and Incas contributed to the eventual decimation of those societies and the destruction of their empires. The Spanish also attempted conquest of the Pueblo Indians of the Southwest, but the Pueblos successfully rebelled in 1680, forcing the Spanish out of what is now New Mexico; however, within 12 years the Spanish resettled in Pueblo country. However, the Pueblos were given land grants by the Spanish crown which were later recognized by the U.S. government under the terms of the Treaty of Guadalupe Hidalgo.

9-12 *Describe the evolution and long-term consequences of labor systems such as encomienda and slavery in Spanish and Portuguese America. [Appreciate historical perspectives]*

Indian students should understand that in Spanish America, Christopher Columbus and his followers enslaved tens of thousands of Indians. In the early 1500s, the legal institution of "encomienda" was developed on the island of Hispaniola, and later spread to other regions the Spanish encountered. Under this system, groups of Indians were assigned to individual Spaniards (known as "encomenderos") to work for them as "free vassals" -- in theory, the Indians performed work in exchange for wages and the under the requirement that they conduct themselves in the manner of Christians. The encomienda was codified as the Laws of Burgos of 1512. Students should understand that the Spanish made a distinction between encomienda and enslavement -- although the effective difference remained slight: encomenderos bought and sold Indians, exploited them in labor, abused them, and treated them as if they were slaves.

ERA 2: COLONIZATION AND SETTLEMENT (1585-1763)

STANDARD 1: ***Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.***

1B. The student understands the European struggle for control of North America.

Therefore, the student is able to:

7-12 *Analyze relationships between Native Americans and Spanish, English, French, and Dutch settlers. [Compare and contrast different sets of ideas]*

Indian students should understand that there were some differences in the relationships between Native Americans and Spanish, French, English and Dutch settlers in the 17th and 18th centuries. Spanish interaction with Native Americans can generally be characterized as subjugation by conquest, forced labor, and forced religious conversion. Early French interactions can generally be characterized as more benign: for example, French traders married Indian women, and often lived in Indian communities. However, later French interactions changed to be more similar to those of the Spanish -- in other words, they were centered on the religious conversion of Natives, as well as the exploitation of Native American communities and resources. English interactions with Native Americans were

generally based on exploitation of Native American lands and resources. Since Indians were seen as "uncivilized," English religious sects saw little value in saving "heathens," and thus had few qualms about dispensing with them in exchange for property. Later, French and English interactions with various Native groups were based on competing military alliances established to protect their respective colonial and economic interests. Early Dutch interactions were primarily based on the desire to control the fur trade with Native Americans. As English and French alliances with Native groups grew, the Dutch influence was marginalized.

Indian students should understand the roles and actions of key American Indian leaders in forming and responding to tribal relationships with European colonists.

5-12 *Compare how English settlers interacted with Native Americans in New England, mid-Atlantic, Chesapeake, and lower South colonies. [Consider multiple perspectives]*

Indian students should understand that interactions between English settlers and Native Americans differed in New England, the mid-Atlantic and Chesapeake areas, and lower South colonies. In New England, Native American communities had become small as a result of exposure to European diseases as well as attacks on their villages. Their small numbers rendered them relatively defenseless against English incursions into their territories. In the mid-Atlantic and Chesapeake areas, on the other hand, the early English presence itself was smaller, and thus more precarious. Thus, early relations with Indians were initially relatively amicable. Discontent among the Indians grew, however, as the English presence became more invasive. This discontent resulted in an attack in 1622 by Powhatan warriors on the English in Jamestown. The English then retaliated with such force that they essentially eliminated the Powhatan Confederacy from being any further threat. In the southern colonies, the smaller coastal Indian tribes had been deciminated by disease and English attacks. However, because the English were not as strong a presence as they were in New England, large tribal confederacies were able to sustain large communities further inland and away from colonial English settlements.

Students should also understand that the nature of relationships between American Indian tribes and European groups varied. While many relationships were adversarial, other relationships were more peaceful and mutually respectful. For example, in his dealings with the Lenape people of Pennsylvania, William Penn attempted to respect the tribe's rights of land ownership and governing its own people. Unfortunately, after his death, some of Penn's followers adopted an adversarial approach in dealing with the tribe.

7-12 *Analyze how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies. [Examine the influence of ideas and interests]*

Indian students should understand that Native American societies and cultures were forever changed as a result of devastating disease, genocide and displacement by European settlements. European expansion and economic activities not only created their own conflict with Native Americans, but also created conflict between Native American groups

themselves. Students should learn that European societies were able to sustain larger populations and broaden commerce because of their usurpation and exportation of North American resources -- such as foodstuffs and furs.

9-12 *Analyze Native American involvement in the colonial wars and evaluate the consequences for their societies. [Consider multiple perspectives]*

Indian students should understand that Native Americans were sought as allies by competing European colonial interests in order to boost colonial military strength and to provide valuable tactical knowledge. During the colonial wars, Native Americans often had little choice but to form alliances with one or more of the competing entities. For example, in the Northeast the Iroquois allied themselves with the British; in the South, the Cherokee allied themselves with the Spanish; in the Midwest, several tribes including the Ottawas and Ojibway allied themselves with the French. In most cases, these alliances had devastating effects on the respective Native American groups. Many tribes lost large contingents of their men to warfare. There were also other dire consequences for tribes as the colonial wars played out. For example, when the French were ousted by the British, the tribal allies to the French were stunned. For over a century, they had carefully played a diplomatic game of placing one colonial force against another. Now tribes were left to deal with only one force, the bitter legacy of which was a serious loss of bargaining power. Students should know that heavy retribution was often levied against Native Americans who fought on losing sides of the colonial wars. Executions and tribal displacements were common outcomes for the tribal allies of the losing colonial power. The perspectives of "fair play" were certainly very different among the different players in the colonial wars.

ERA 3: REVOLUTION AND THE NEW NATION (1754-1820s)

STANDARD 1: ***The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.***

1C. The student understands the factors affecting the course of the war and contributing to the American victory.

Therefore, the student is able to:

5-12 *Compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans. [Evaluate the influence of ideas]*

Indian students should understand that, in the early years of the Revolution, both the British and the revolutionaries tried to maintain friendships with Indians living on the edges of colonial settlements. Indian tribes, however, realized that the revolutionaries represented the ever-growing number of farmers who were destroying the Indian way of life. Thus, siding with the British gave Indians a chance to continue fighting the encroaching

frontiersmen. For this reason, warriors, in cooperation with the British, made extensive attacks along the frontier borders -- particularly in Kentucky, western Pennsylvania and New York. At the same time, American patriots were destroying Indian villages in western New York and in what was to later become Ohio and Tennessee. Students should also understand that, despite the fact that the Continental Congress established Indian commissions -- in the north, south and middle states -- and agents to deal with Indians, the states still conducted their own relations with Indian tribes.

Indian students should know that because of their strategic location along the Hudson River, the pro-British Iroquois played an especially significant role during the Revolutionary War. Since they formed a wedge between New England and the mid-Atlantic colonies, the Iroquois were able to assist British troops attacking from Canada. In turn, the colonists tried to court other Indian allies, such as the Delaware and Cherokees. As an incentive for their alliance, the colonists promised Indians their own states or representatives in the new government to be formed. These overtures were, however, usually rejected by the tribes. Additionally, students should understand that it is also unlikely that the new government would have followed through with those promises even if tribes had agreed to the plans. Once the Americans won, whether Indian groups had been their allies or foes, they received much the same treatment. Many eastern tribes lost their freedom and their lands, and were slowly displaced or sought refuge with tribes further west. In general, tribal groups were interspersed and many lost their Native languages, and their cultural distinctiveness changed as they were forced to mix with other tribes.

Indian students should understand the roles played by key American Indian leaders -- such as Old Briton (Miami), Pontiac (Ottawa), Joseph Brant (Mohawk), Tecumseh (Shawnee), Pushmataha (Choctaw), Alexander McGillivray (Creek), and Black Hawk (Sauk) -- in affecting important events during the American Revolution and subsequent new nation eras.

7-12 Analyze the terms of the Treaty of Paris and how they affected U.S. relations with Native Americans and with European powers that held territories in North America. [Consider multiple perspectives]

Indian students should be aware that prior to the Revolutionary War, Great Britain had guaranteed protection -- as well as territory -- to some of its Indian allies; in fact, the Proclamation of 1763 prohibited European settlement beyond the crest of the Appalachian Mountains. However, the British made no reference to any Native land rights when they signed the Treaty of Paris in 1783, in which they surrendered claim to all land east of the Mississippi. When this happened, both the Indians and the British agents representing the crown were shocked at the lack of consideration of Indian rights. The American negotiators, however, felt Indians no longer had rights to any lands. This action was particularly ironic for those tribes who allied with the colonists. The Oneidas -- the only Iroquois group allied with the Americans -- saw their land base in New York decrease from five million acres, to little more than a thousand even though they had negotiated more than 30 treaties between 1785 and 1842. Students should understand that the Treaty of Paris' ultimate legacy for tribes was continued warfare, particularly for tribes further to the west as the U.S. expanded.

STANDARD 2: ***The impact of the American Revolution on politics, economy, and society.***

2C. The student understands the Revolution's effects on different social groups.

Therefore, the student is able to:

7-12 ***Compare the reasons why many white men and women and most African Americans and Native Americans remained loyal to the British. [Consider multiple perspectives]***

Indian students should understand that there were many factors affecting Native American loyalties to the British. For example, many tribes had long-established trade relations with the British. These tribes were convinced that the British had greater military strength and, therefore, that tribes had the most to gain for their communities by helping to bring about a British victory. Moreover, based on earlier experiences some tribes felt that their own sovereign power would be diminished by an American victory and, thus, that they would fare better by helping the British win the war. These perspectives and concerns for their people's welfare served as the basis for tribal choices in alliance.

ERA 4: EXPANSION AND REFORM (1801-1861)

STANDARD 1: ***United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.***

1A. The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

Therefore, the student is able to:

9-12 *Assess how the Louisiana Purchase affected relations with Native Americans and the lives of various inhabitants of the Louisiana Territory. [Explain historical continuity and change]*

Indian students should understand that the Louisiana Purchase paved the way for ever-increasing incursions into Native American lands. Since it was almost impossible to acquire land in Europe, landless people in Europe viewed the "new country" as offering them great opportunities -- of course, at the expense of Indian lands and lives. As a result of the Louisiana Purchase, the same effects that had already been felt by Indian people along the Atlantic and in other regions like the Southwest, would now be felt by tribes in the vast interior regions.

5-12 *Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy. [Consider multiple perspectives]*

Indian students should understand that for American Indian tribes, the War of 1812 was seen as their last hope in the face of Manifest Destiny. Tribes supported the British in hopes of containing the young United States. Students should also be aware of the roles played by

Tecumseh and his brother Tenskwatawa (the Prophet) who tried to unite Indian tribes in the Midwest against the Americans. Students should be aware of the major impact these two Shawnee leaders had against the Americans and that the British failed to match the tenacity of their Indian allies. It was this tenacious spirit of the Indians that the Americans, after the war, tried very hard to break. When the War of 1812 ended with the 1814 Treaty of Ghent, the real losses were most felt by the Indians. Ironically, while the U.S. still maintained relations with the British after the war, they sought to devastate Indian country.

1B. The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

Therefore, the student is able to:

7-12 Compare the policies toward Native Americans pursued by presidential administrations through the Jacksonian era. [Compare and contrast differing sets of ideas]

Indian students should understand that from the time of Washington's administration and up to the late 1820s, the dominant U.S. policy toward Indians was one that attempted to purchase Indian land as cheaply as possible and avoid further war with Indian tribes. It was felt that this policy would benefit both Indians and frontiersmen. Interest in pursuing a "moral" Indian policy largely stemmed from two factors: (1) the early American leaders' grounding in 18th century philosophy regarding the natural rights of man and (2) early American leaders' desire that the new nation be an example to the world -- beliefs particularly espoused by Thomas Jefferson. Of note, of course, is that this policy of peace and purchase was cheaper for the young nation than an Indian policy of war and conquest would have been. Students should also understand that this "moral" policy established very important precedents for dealing with Indian nations as equals, i.e., negotiating treaties with them for successions of land. These precedents have been key in Indian/Federal relations up to today. Indian students should also be familiar with the Trade and Intercourse Acts of 1790s and their implications for subsequent years.

Indian students should understand that the American plans to "civilize" Indians were based on feelings that the American way of life was the "highest" achieved since classical times. Thus, assimilating Indians into the American way of life was considered the height of generosity. Students should understand that this attitude prevailed until the 1840s and 1850s. At that juncture, the common attitude about Indians changed to the view that Indians were incapable of fitting into American society. Students should also understand that Indian tribes strongly resisted efforts to "Americanize" them. By Monroe's administration in the 1820s, the federal policy had changed to one of trying to exchange Indian lands in the East for lands West of the Mississippi. This policy was made possible by the Louisiana Purchase. By the time of the Jackson administration in the 1830s, the federal policy of Indian Removal -- i.e., forced move to the west -- was underway. Students should be particularly aware of the constitutional crisis caused when Jackson defied Chief Justice John Marshall's Supreme Court ruling which favored Cherokee claims over the state of Georgia's attempts to enact

state jurisdiction over Cherokee lands. Jackson's desired policy ideas had run head long into the Supreme Court's interpretation of constitutional and Indian treaty rights.

9-12 *Compare federal and state Indian policy and explain Whig opposition to the removal of Native Americans. [Consider multiple perspectives]*

Indian students should understand that the policy of Indian removal was bitterly debated both in Congress and in the public press. The advocates of Indian removal declared that it was the only means of protecting Indians; opponents of removal, led by prominent Whig politicians and Supreme Court Chief Justice John Marshall, argued that justice demanded the protection of Indians' rights as guaranteed by treaty. Students should understand that President Monroe's proposal to initiate the Indian Removal Policy stemmed from his efforts to honor the federal government's promise to the state of Georgia -- a promise which essentially guaranteed the federal extinguishing of all Indian title to land within Georgia in exchange for the state ceding its western lands to the federal government. Students should understand that the state of Georgia had been outraged by the Cherokee Nation's adoption of a constitution in 1827 and the tribe's declaration of sovereign jurisdiction over its own territory; the state saw this as an unacceptable challenge to its authority. The discovery of gold within the boundaries of the Cherokee nation only further intensified this state and Indian conflict as Georgia residents wanted access to the gold. Students should understand that the federal policy of Indian Removal, while supposedly proposed as a humane compromise between Indians and Georgians, was in actuality very cruel as implemented under the Jackson administration, and as attested to by the historical accounts of the Cherokee Nation's "Trail of Tears."

5-12 *Analyze the impact of removal and resettlement on the Cherokee, Creek, Chickasaw, Choctaw, and Seminole. [Appreciate historical perspectives]*

Indian students should be able to explain the terrible impact that the Removal Policy had on tribes. Indian people were uprooted from land they had known as their homes for centuries and were forced to leave behind their ways of life as well as the graves of their ancestors. Some of the tribes that were forcibly moved had even fought under General Andrew Jackson in the First Seminole War in exchange for a guarantee that they would not be removed. Ultimately, that guarantee was not honored. A huge number of Indians died along the journey west from exposure and sickness. Tribes were often divided when some members were removed to the west while others hid in order to remain in their homelands. Those individuals who did survive the harsh move had to establish new homes and communities in lands that were totally unfamiliar to them and very different from anything their ancestors had known before. Students should contrast the survival strategies of those tribal groups who were removed with those of Indian groups/families which remained in the East.

5-12 *Investigate the impact of trans-Mississippi expansion on Native Americans. [Analyze cause-and-effect relationships]*

Indians students should understand that for most of their daily needs, the Plains tribes, like the Sioux and Cheyenne, relied heavily on the vast buffalo herds which roamed the northern

Great Plains. In the 1840s, tensions began to grow between the Plains tribes and the emigrants *traveling* by wagon along the Oregon Trail. In the late 1840s and 1850s, other trails were created to take miners and settlers to California and Colorado. Settlers also began pouring into Kansas and Nebraska. The wagon trains and influx of new people began driving the buffalo away from the traditional Indian hunting grounds. This began to have serious effects on tribal ways of life. Thus, friction between Indians and the new settlers and miners increased and in 1854 resulted in the first open warfare in the West between whites and Indians. By the close of the Civil War, this hemming in of the Plains tribes accelerated even more. Soon, the buffalo herds were totally destroyed by the newcomers and the Plains tribes were forced onto reservations. The cause-and-effect relationship of western expansion had taken a serious toll.

7-12 *Explain and evaluate the various strategies of Native Americans such as accommodation, revitalization, and resistance. [Compare and contrast differing sets of ideas]*

Indian students should understand that Native American leaders faced many dilemmas in dealing with the relentless expansion of the United States. In general, the concerns of the tribal leaders had to do with protecting their people and preserving what they could of their ways of life. The strategies they implemented to do this depended on many things -- their geographic location, their ability to muster military strength, their strategic importance to the United States, their desire for peace, the treatment they received at the hands of United States citizens and the military, and so on. Military resistance was often a last resort that occurred only when negotiations broke down or earlier treaty promises were broken. Indian students should understand the strategies employed by their own tribes and leaders in dealing with the United States' conquest of their lands. They should evaluate the short and long-term effects of those strategies on their tribes' histories and cultures.

ERA 5: CIVIL WAR AND RECONSTRUCTION (1850-1877)

STANDARD 2: ***The course and character of the Civil War and its effects on the American people.***

2A. The student understands how the resources of the Union and Confederacy affected the course of the war.

Therefore, the student is able to:

9-12 *Describe the position of the major Indian nations during the Civil War and explain the effects of the war upon these nations. [Reconstruct patterns of historical succession and duration]*

Indian students should be aware that this country's Indian nations did not all take the same side during the Civil War. At least 3,000 Indians fought for the North. On the other hand, the five civilized tribes in the "Indian territory" -- the Cherokees, Chickasaws, Choctaws, Creeks and Seminoles -- officially joined the Confederate States of America. Since many

of their tribal leaders were themselves slaveholders, they were sympathetic to the southern cause. The Confederate States also offered them more than the United States. However, in some cases, loyalties were even split within individual tribes. For example, the Oklahoma Cherokees and the Creeks each had members who formed and participated in military units on both sides of the conflict. This factionalism created deep and long-lasting schisms in the social structure of some tribes.

Indian students should understand that the Civil War resulted in an expanded and more capable military presence in the West. This had an effect on relations between western tribes and the United States, particularly during the 15-20 years following the Civil War.

ERA 6: THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870-1900)

STANDARD 1: ***How the rise of corporations, heavy industry, and mechanized farming transformed the American people.***

1C. The student understands how agriculture, mining, and ranching were transformed.

Therefore, the student is able to:

9-12 Analyze the role of the federal government particularly in terms of land policy, water, and Indian policy in the economic transformation of the West. [Analyze cause-and-effect relationships]

Indian students should understand that this period saw the end of wars between the United States government and Native Americans. Treaties and federal policies had reduced Native American populations and land holdings to a minuscule fraction of their original size. This resulted in vast tracts of land being available for non-Indian settlement, agricultural development, mining and ranching.

STANDARD 4: ***Federal Indian policy and United States foreign policy after the Civil War.***

4A. The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

Therefore, the student is able to:

7-12 Identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers. [Interrogate historical data]

Indian students should understand that during this period of American history, attitudes and policies toward Native Americans were largely paternalistic and focused on controlling Indians and forcing them to change. Native Americans were basically confined to their reservations and forced to adopt totally foreign ways of life -- plow farming and ranching

being notable examples. Federal Indian agents exerted a great deal of control on reservation lands. These agents were often corrupt, stealing the annuities and commodities which were intended for the Indian communities. Students should analyze this federal policy of assimilation, that is, forcing Native Americans to adopt the culture and ways of mainstream Americans. This effort was reinforced by various Christian religious denominations, who were given exclusive contracts to send missionaries to certain reservations. Missionaries often used assimilation strategies that were demeaning and brutal. Traditional religious practices were outlawed. This period of American history also saw the advent of the boarding school era, a time in which Native American children were forced to attend schools far from home and family, and where their traditional ways of life were totally banned and severe punishments were exacted for even speaking a tribal language.

Students should consult community oral histories and documents -- such as autobiographies or scholarly research -- which have recorded American Indian perspectives about these attitudes and policies.

5-12 *Compare survival strategies of different Native American societies during the second great removal. [Appreciate historical perspectives]*

Indian students should understand that during the Civil War the federal government concluded that it was no longer feasible to allow the Western tribes a free existence; rather, it was decided that these Indians would have to give up their traditional nomadic lifestyle and accept living in confined reservation areas. Many tribes -- including the Sioux, Northern Cheyenne, Kiowa, Comanche, Southern Cheyenne, Arapaho, and Western Apache -- did not submit willingly to this new policy, and they remained largely unconquered until the 1880s. From 1866 to 1886, federal troops campaigned continuously against the Western tribes. Geronimo's Chiricahua Apache band was one of the last to hold out, not capitulating until 1886. Students should also be aware that after the Civil War, the Five Civilized Tribes of the Indian Territory acquiesced to the surrender of the western half of Indian Territory to the national government. This forced ceding of land was the government's penalty on tribes for their earlier alliances with the Confederate states. In fact, the Seminole were forced to cede their entire reservation to the United States. Federal officials wanted the western half of Indian Territory for the express purpose of relocating tribes from other sections of the west.

7-12 *Explain the provisions of the Dawes Severalty Act of 1887 and evaluate its effects on tribal identity, land ownership, and assimilation. [Evaluate the implementation of a decision]*

Indian students should understand that the Dawes Severalty Act was another government attempt at forced assimilation of Indian people. The Act specifically attacked the important traditional Native American social principal of communal land ownership. Dividing tribal lands among individual owners not only contradicted the traditional Indian concept of communal property, but it also affected tribal identity by undermining tribal cohesiveness. In addition, its implementation eroded the traditional Indian concept of extended family by separating family members from one another, sometimes by many miles. Students should examine the impact the Dawes Act had on their own tribe.

7-12 Evaluate the legacy of 19th-century federal Indian policy. [Hypothesize the influence of the past]

Indian students should understand that Indian policies of the late 19th century further damaged and brought turmoil into the lives of Indian people who were already reeling from the devastating effects of the Indian wars and forced life on reservations. Misguided attempts at assimilation had the effect of destroying community cohesiveness, undermining the social and cultural fabrics of tribes, and creating a sense of alienation. The actions of this era led to various social ills for many Indian people, including extreme poverty and alcoholism.

Each Indian student should understand the effect of 19th-century federal Indian policy on his/her tribe's history -- for example, in terms of treaties, warfare and changes in land bases.

ERA 7: THE EMERGENCE OF MODERN AMERICA (1890-1930)

STANDARD 1 ***How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.***

1C. The student understands the limitations of Progressivism and the alternatives offered by various groups.

Therefore, the student is able to:

9-12 Evaluate the changing attitude toward Native American assimilation under Progressivism and the consequences of the change. [Explain historical continuity and change]

Indian students should understand that during the last 12 years of the 19th century, the primary vehicle for assimilating Indian people into American society was the education of young Indian people. By and large, reliance on sectarian education came to an end, although mission schools continued to operate along side government schools on many reservations. The Federal government began to encourage local school districts to enroll Indian students; nevertheless, local prejudice against Indians caused school districts to be largely unresponsive to this federal urging. Students should understand that Indian peoples continued to tenaciously resist these efforts to be absorbed into American society. Students should also be aware that in the 1920s a vigorous reaction to these federal assimilation policies was growing among various "Indian rights" societies, spearheaded by non-Indians. The Progressive movement stemmed from the rising interest in the relatively new fields of anthropology and conservationism. The movement became particularly active in response to proposed legislation affecting tribes in New Mexico and Arizona. Since tribal cultures in the Southwest were fairly intact in the early 1900s, they were the subject of considerable interest to artists and social scientists. Progressivist policies de-emphasized total assimilation. Instead, they stressed maintaining as many Indian cultural beliefs and life ways as possible. This change in attitude resulted in a brief attempt to place viable elements of tribal culture into the government school curriculum -- most notably in the arts. This

Progressive era was short-lived, however, given this country's shift in attention to the problems brewing in pre-World War II Europe and their potential economic and international implications for the United States.

Indian students should be able to explain the significance of the Indian Citizenship Act of 1924, the Meriam Report of 1928, the Indian Reorganization Act of 1934, and the creation in 1946 of the Indian Claims Commission. Indian students should understand that despite passage of the Indian Citizenship Act, many state constitutions did not allow for "Indians non-taxed" to vote in state and local elections. In fact, it was not until Indian veterans returning from World War II brought litigation against states to gain voting rights that many states enfranchised their Indian citizens. In Arizona, for example, this did not happen until 1948; in New Mexico, this did not occur until 1962. Students should also be aware of the impact of World War II -- a time when many American Indians first experienced life off the reservation for an extended period of time -- on cultural, social and political aspects of tribal life. Students should consult community oral histories and other sources which will provide tribal perspectives about these issues.

ERA 9: POSTWAR UNITED STATES (1945 TO EARLY 1970s)

STANDARD 4: ***The struggle for racial and gender equality and for the extension of civil liberties.***

4A. The student understands the Second Reconstruction and its advancement of civil rights.

Therefore, the student is able to:

5-12 ***Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. [Explain historical continuity and change]***

Indian students should understand that in the early 1950s the federal government initiated the Relocation and Termination Policies. The intent of these policies was, once again, to bring Indians into the American mainstream. The Relocation Policy encouraged, through job training programs, the movement of reservation Indians to major urban areas like Los Angeles, Chicago, Denver and Dallas. The Termination Policy's intent was to terminate the nation-to-nation relationship between tribes and the federal government. It resulted in withdrawal of federal support to affected tribes whether or not they wanted or were prepared for this. Responsibility for tribes was transferred to the states in which the tribes were located. In all, termination was imposed on about twelve tribes and bands before lawmakers were convinced by tribes and their allies to abandon the policy altogether.

9-12 *Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement. [Marshal evidence of antecedent circumstances]*

Indian students should be able to explain how Native American political activism became especially strong during the 1960s with the founding of various groups, like the National Indian Youth Council, the National Indian Education Association and the American Indian Movement. Radical political actions, such as the takeovers of the Wounded Knee Church at Pine Ridge in South Dakota, and the Interior Department Building in Washington, DC, also helped focus national attention on the deplorable conditions on reservations and in Indian communities in general. This heightened awareness in the American public led to federal legislation designed to improve health, housing, education and economic development opportunities for Native Americans. Students should fully understand how the new federal policy of Indian Self-Determination enabled tribal governments in the 1970s to assert their authority and to take more active roles in their communities and in dealing with the United States government. Through better educational opportunities, more Indian leaders became poised to prevent continuing attacks on tribal sovereignty. Tribes have successfully used the legal system to advance their causes. In addition, they have developed various economic strategies to generate tribal revenue. Students should be able to explain that tribal sovereignty is the nation-to-nation relationship between the United States government and tribes, and that this relationship was established by more than 600 treaties ratified by the U.S. Congress and repeatedly reaffirmed by the Supreme Court and various Executive Orders.